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| **Intent**  The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children’s curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The topics offer a range of opportunities for investigating places around the world as well as physical and human processes. Lessons, including Forest School and Outdoor Learning opportunities, are intended to improve children’s geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. |

**At Cotton End Forest School, Geography is planned to include Forest School and Learning Outside the Classroom opportunities. Through this, all learners have regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences. Our approach to the National Curriculum provides a stimulus for all learning preferences and dispositions. Learning can take place in Shocott Spring or within the school grounds, as well as through external visits and visitors.**

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| **Implementation**  In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, lessons and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Children are assessed by teachers on Target Tracker. Key words are to be used by children to deepen their geographical knowledge. We have an annual week dedicated to taking Geography ‘Learning Outside the Classroom’, where teachers practice Geographical skills. Trips are also planned in order to enhance the curriculum, and learning opportunities are captured through photos. | | | | |
| **Impact**  We believe that the impact is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth’s key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge. | | | | |
| Locational Knowledge | **EYFS** | **KS1** | **LKS2** | **UKS2** |
| **Three and Four-Year-Olds**  Understands position through words alone e.g. ‘The bag is under the table’ with no pointing.  Describe a familiar route.  Discuss routes and locations, using words such as ‘in front of’ and ‘behind’.  **Reception**  Draw information from a simple map. | Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world’s oceans and continents.  **KS1 Geography National Curriculum**  Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.  Children can:   1. name and locate the world’s seven continents and five oceans; 2. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. | Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.  **KS2 Geography National Curriculum**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.  Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.  Children develop their understanding, recognising and identifying key physical and human geographical features.  Children can:   1. locate the world’s countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; 2. name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones; 4. use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.   Locate and name the main counties and cities in/around local area. | Children begin to explore Europe, including a local study, North and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.  **KS2 Geography National Curriculum**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.  Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.  Children can:   1. use maps to locate the world’s countries with a focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; 2. name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; 3. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; 4. use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key. |
| Place Knowledge | **Three and Four-Year-Olds**  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  **Reception**  Recognise some similarities and differences between life in this country and life in other countries.  **ELG**  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps. | Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.  **KS1 Geography National Curriculum**  Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.  Children can:   1. compare the UK with a contrasting country in the world; 2. compare a local city/town in the UK with a contrasting city/town in a different country; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. | Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.  **KS2 Geography National Curriculum**  Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.  Children can:   1. understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; 2. explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; 3. understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; 4. explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; 5. use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. | Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.  **KS2 Geography National Curriculum**  Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.  Children can:   1. understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; 2. understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. |
| Human &Physical Geography | **Birth to Three**  Explore natural materials, indoors and outside.  Explore and respond to different natural phenomena in their setting and on trips.  **Three and Four-Year-Olds**  Begin to understand the need to respect and care for the natural environment and all living things.  **Reception**  Recognise some environments that are different to the one in which they live.  **ELG**  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons. | Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.  **KS1 Geography National Curriculum**  Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.  Children can:   1. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; 2. use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; 3. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.  **KS2 Geography National Curriculum**  Children locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.  Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.  Children can:  **describe and understand key aspects of:**   1. physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; 2. human geography, including: types of settlement and land use; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. | Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.  **KS2 Geography National Curriculum**  Children will locate a range of the world’s most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.  Children can:  **describe and understand key aspects of:**   1. physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; 2. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; 3. use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental. |
| Geographical Skills & Field work | **Three and Four-Year-Olds**  Use all their senses in hands-on exploration of natural materials.  **Reception**  Explore the natural world around them. | Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.  **KS1 Geography National Curriculum**  Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.  Children can:   1. use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; 2. use simple compass directions and locational and directional to describe the location of features and routes on a map; 3. devise a simple map; and use and construct basic symbols in a key; 4. use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; 5. use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. | Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.  **KS2 Geography National Curriculum**  Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).  Children can:   1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 2. use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; 3. use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; 4. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. | Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.  **KS2 Geography National Curriculum**  Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth’s features at different scales are shaped, interconnected and change over time.  Children can:   1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features; 2. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; 3. use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; 4. use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. |